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The Models of Early Childhood Parenting In Families Whose Mothers are Factory Workers in Indonesia

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Abstract

This research aimed to describe and formulate the models of early childhood parenting in families whose mothers were factory workers. In this case study an explorative descriptive qualitative research method was used. The participants of the study, who were selected using random sampling and snowball methods, were composed of 1230 families having 0- 4 years old children, and 123 chidren whose mothers were workers in wig and fake eyelashes factory in Padamara, Purbalingga District. The data were collected via interview, observation, and documentation techniques, and were analyzed through content analysis and comparative analysis techniques. The results showed that there were two types of early childhood parenting models, first, family-based parenting model, and second, parenting model by alternative caregivers. The family-based parenting model consisted of two subtypes of parenting models, namely (1) parenting by the nuclear family; in this model, the child was raised by the father; (2) parenting by extended family; in this model, there were two models of parenting being the model of parenting by the grandmother, and that by the relatives (aunt). As for the model of parenting by alternative caregivers, children were taken care of by babysitters who were living around the children's residence. Each parenting model represented different parenting styles. The model of parenting by the grandmother represented permissive parenting style; the model of parenting by babysitters represents semi permissive-semi authoritative parenting style; the model of parenting by the relatives (aunt) represented semi authoritative parenting style; the model of parenting by fathers represented authoritative with tendencies semi-authoritarian parenting style.

Keywords: Parenting, mothers, factory worker, early childhood

1. INTRODUCTION

Children's life cannot be separated from the family. Family is the first and foremost place for children to interact and communicate with. Thus, family is the place where a child being nurtured and starting his/her education (Koentjaraningrat, 1977). Likewise, the family also bridges the individuals and their socio-cultural life. Through family, children learn to recognize values, social roles, norms, and customs instilled by their parents (Geertz, 1983)

Families (especially the nuclear family) have very fundamental roles for children's growth and influence throughout their life, especially the effects they receive from their families in the early age so-called "the golden period". Parents and adults who live around one's early childhood environments act as caregivers that stimulate his development, fulfill his needs, and serve as an intermediary group who introduce him to the values of culture and social life, at the same time.

In the early childhood phase, a child desperately needs affection from the nearest persons in his family. The closest people around him determine his development. In addition, early childhood has a very strong adhesiveness with people who have both biological and psychological closeness. The closest figure in the family who has the strongest adhesiveness to the child is, of course, the mother (Keenan, 2009). The role of the mother is crucial to the growth and the development of children aged 0-4 years, since it is a very crucial period for the children's development. That is why

children aged 0-4 years should get proper and adequate nurturing from his mother.

For children, families become the first social environment encountered by them when they were born in the world. Activities with mother, father, and other members of the family become their social subject that will form their interaction basis with others. The children's relationships with parents and other family members could be regarded as their system of interaction with them. Thus, the existence of parents as a whole (father and mother) in caring and upbringing activities becomes the main capital for children in socializing. In modern society, at least there are three contexts that can be identified for the nurturing and educating process within the family; the family, peer groups, and outside the home

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contexts such as school, classrooms or child care centers where children's daily experiences are compiled and supervised by adults (Maccoby, 2000).

Family, as described by Santrock (2007), as a system formed by parts (family members) is interconnected and interactive. Relationships among family members affect each other so that the behavior of each person in a family is mutually dependent as a form of mutual synchrony. Included in this case, the parenting style given by parents to their children in a family will affect their attitudes, daily activities, emotional functioning, and eating behaviors (Calafat et al., 2014; Darling & Steinberg, 1993; Konrad, 2016).

The reciprocal effects provided by parents and children go beyond the interactions done by the children with their peers in game activities. The influence of parents-children interaction covers the whole process of socialization between them. The socialization that occurs in the family is reciprocal, it goes both ways; children socialize with parents as parents socialize with them (Santrock, 2007). In modern societies, there are least three major contexts in which childhood socialization takes place: families, peer groups, and out-of-home contexts such as school classrooms or day-care centers in which the daily experiences of children are structured and overseen by adults (Maccoby, 2000). These three contexts have reciprocal effect between parents, children and peers in their interactions and communications. This interaction influences the family relationship between parents and children. Hence, communication and interaction in the family is reciprocal and goes both ways. Children socialize with parents as well as parents socialize with children (Santrock, 2007). This is where the parenting model formed.

2. CONTEXT AND REVIEW OF LITERATURE

Parenting has various models and it is different from one family to another. Variations in parenting patterns are strongly influenced by changes in the position and by the relationship between the parents and the children (Maccoby, 2000). Parents nowadays are no longer always in the perspective of people who are biologically related to the children (father and mother). Parents in social perspective are often manifested in the form of people who, in their daily parenting, replace the duties and roles of their biological parents (especially the mothers). The change in the definition of parents and family according to Morisson has a major impact on parenting, child rising, and education (Morisson, 2012).

Every parenting model and parenting style will have a special effect to the children's development. Parenting style is basically a collection of parental non-verbal attitudes, practices, and expressions that characterize the nature of the parent's interaction with the children as long as the situation develops (Darling & Steinberg, 1993; Piotrowska et al., 2017).

The study of parenting styles was first known from Baumrind's famous research. Baumrind's parenting concept is based on a typological approach that focuses on the configuration of different parenting practices. Variations in the configuration of the main elements of parenting (such as warmth, involvement, maturity demands, and supervision) result in variations in how a child responds to parental influence. From this perspective, parenting styles are viewed as parental characteristics that distinguish the effectiveness of family interaction practices and children's acceptance of the practices.

Parenting not only requires interpersonal skills, but also demands emotional management as capitals for its successfulness. The typology of Baumrind's parenting style identifies three distinctly qualitative patterns in parental authority, namely authoritarian parenting, permissive parenting, and authoritative parenting (Baumrind, 1971).

In authoritarian parenting style, parents tend to give certain restrictions and strict rules to their children, however, they have low verbal communication. This parenting is limiting and punitive, so the children should comply with parent's instructions and respect their works and business. Usually, this parenting pattern has strong control, little communication, it limits children's space, and it is oriented to physical and verbal punishment for children to be obedient (Baumirnd, 1966, 1991, 2005). There is a great fear of the parents for the opposition in their children's will and desire. Children of authoritative parents have high self-esteem and tend to be self-reliant, self-controlled, secure, popular, and inquisitive (Buri et al., 1988).

The permissive parenting style prioritizes freedom. Children are given a broad space to express their desires and to decide their choices. Parents of this pattern will basically fulfill their children's desires. The psychoanalytical frame of mind underlies their belief that every human being is born with personal basic needs to be fulfilled. If these demands are not met, there will be developmental obstacles and irregularities arise in the growth and the development of the children. Parents with permissive parenting behave too softly, helplessly, giving too much freedom without imposing norms to be followed by the children. The reasons of this issue might be the over-affection given by the parents or the lack of their parenting knowledge. Such parenting style is characterized by high nurturance, but low enforcement in maturity, control, and communication. Parents tend to give unlimited freedom to the children, not controlling them, letting their mess, not punishing their mistakes, not imposing them to any behavioral standards, and giving them little attention in fostering their self-reliance and self-confidence.

As for the Authoritative Parenting style, it encourages children to be free but still limits and controls their actions. The presence of warm and encouraging parental attitudes and free two-way communication make the children more

aware and socially responsible. This is because parents could embrace them and find them solutions for their future. In this case, the children are given freedom but are required to be able to regulate and control themselves and adjust himself and his desires with the demands of the surrounding community. Therefore, before the children are able to manage and control themselves, a set of rules as a control tool should be grown from within themselves, so that they could control themselves in accordance with the prevailing rules of the community. Parents' any forms of control in this regard, should always be aimed at children's responsible attitudes towards themselves and the surrounding community. Actually, this parenting pattern is a combination of two parenting patterns namely authoritarian and permissive parenting. According to Baumrind (2005) and Belsky et al. (2000) authoritative parenting has been associated with better psychological adjustment of children.

Problems related to parenting in the family occur when the children were raised by someone else instead of their own parents. This problem is experienced by working parents such as factory workers who have to work for their family, and thus leave their children under other people supervision like grandparents, baby sitter or other family members. Parents are more obliged to meet the material needs rather than the children's psychological needs. The children of such families were force to lose their closest figure in their most waking time (day time). This condition will result in neglected early childhood care and education.

The condition in which mothers must go to work leaving their toddlers to nannies is a dilemmatic and problematic situation at the same time. This position is supported by reference to the increasing involvement of mothers in the labour market and to a greater social acceptance of gender equality (Samman et al., 2016). The decision to hand the care of their toddlers to others is an unfavorable "forced" option to help the family's economy. That is caused by increased financial need for families to have dual earners (Warren & Tyagi, 2004). There is a dilemma of mothers when it comes to choosing whether to stay at home parenting or go out chasing a career leaving their toddlers under the care of others.

The phenomenon that many mothers work in factories and leave their toddlers in the care of others can be found in some areas of Indonesia, primarily in areas of industrial growth. Purbalingga regency is one of the areas in Central Java with high growth of industrial area. Purbalingga is an area with high factory growth, especially factories manufacturing wigs, fake eyelashes, and wood processing.

The workers of the above-mentioned factories in Purbalingga are young mothers. They have children of 0-4-year-old who desperately need direct care from mothers. The workers are willing to leave their children's care to others. This condition is interesting to analyze in relation to

the variants of early childhood care models that developed among factory worker mothers. The parenting models are examined based on the argument that the above-explained parenting models are genuine and typical, practiced by the families of factory workers in Purbalingga. From the above explanation, it is important to conduct research on childcare models by the factory workers' families in Purbalingga. Generally, the factory workers are parents with children ranging from 0-4-year-old who really need care and nurture, but their parents are used to work in factories most of the time. Therefore, the factory workers must have developed a childcare model in a distinctive and unique way. Thus, this study will focus on examining childcare models in the factory workers' families. Conducting this research is important because the existing literature study, the model of family caregivers in early childhood is still oriented towards general families by positioning parents as fulltime parents who provide most of their time to take care and nurture their own children rather than leaving their children under other people care. This research will contribute in developing theories for family parenting in early childhood.

3. METHOD

3.1 Research design

The approach used in this study is qualitative research because this research has recorded and documented naturally occurred phenomena (Flick, 2013) and the type is case study research (Evers & van Staa, 2010) which use many different sources of evidence. This research uses qualitative research approach (Moleong, 2000) with a case study research (Faisal, 1989).

3.2 Setting and participants

This research was conducted in Padamara District, Purbalingga Regency in April-September 2019. This sub-district was chosen with the consideration that Padamara sub-district is one of the three sub-districts in Purbalingga with the most industrial or factories. The participants of the study were selected using random sampling and snowball methods. They were composed of 1230 families with 0- 4 years old children, and 123 children whose mothers were workers in wig and fake eyelashes factory in Padamara, Purbalingga District.

Table 1: Details of the children cared by various models of parenting are:

Parenting Model	Amount
The model of parenting by Father	7 children
The model of parenting by Grandmother	101 children
The model of parenting by Family (Mother's Sister)	4 children
The model of parenting by Babysitter	11 children

As it is seen in the table above the total number of children in the study is 123; 10% from each parenthood model as follows:

1. The model of parenting by Father with a population of 70 children becomes 7 children, 2. The model of parenting by Grandmother, the total population is 1010, the sample is 10% to 101 children, 3. The model of parenting by Family (Mother's Sister) has a population of 40 which is sampled 10% to 4 children, and 4. The model of parenting by Babysitter number the population is 110. samples taken 10% to 11 children.

3.3 Data collection tools and analysis of the data

The data were collected through interview, observation, and documentation. Interviews were conducted directly with parents of factory workers who have children aged 0-4 years. Observations are made directly by observing the activities of parents in family care. Meanwhile, the documentation were field notes, social notes of the parents studied, and photographs in the context of parenting. Data validation and reliability were carried out by triangulation and constructs. Triangulation uses comparisons between data in interviews, observations, and documentation, while the construct examines data in family parenting theory. In these two ways, the validity and reliability of the data can be found. To collect the data, the researcher used the technique of interview, observation, and documentation. In analyzing the collected data, the researcher used qualitative data analysis technique of Miles and Huberman model (1992) with data reduction, data display, and conclusion drawing/verification. The data analysis is done interactively by qualitative analysis technique and was carried out continuously until it is done thoroughly. The analysis is done during and after the data collection period. Data was obtained to describe parenting activities and profile of childhood development from the parenting model which founded.

4. FINDINGS

Based on the results of the interview data with informants' analysis, observation of childcare activities in factory workers, and review of family care documents, it is found that the childcare model for factory workers is given to grandmothers, servants/baby sitter, family members, and husbands or fathers. Hence, the childcare model for factory workers' can be identified based on the ways of taking care their children

through various activities, interactions and communications between the children and their caregivers. The parenting models performed by grandmothers, rewang /helper, fathers, and family relatives are presented briefly in the following table:

Table 2 illustrates the various variants of childcare models carried out by families with mothers as factory workers. There are two main model variants; the family-based model and the alternative caregiver model. While the real form of childcare is carried out by grandmothers, fathers, and relatives as a model of family-based childcare, as well as by "rewang" or helper. The helpers are usually the people who live nearby or neighbor of the factory workers family. Based on this finding, there are four childcare models in factory workers' families described as follows:

4.1 Childcare Model Raised by the grandmother

The majority of childcare in the factory workers family is grandmother childcare model. The working families leave the children to the grandmother. The grandmother is willing to take care of their grandchildren because of their love and pity since they have to be apart from their parents who have to work in the factory. In addition, there are economic considerations, grandmothers take care of their grandchildren voluntarily without expecting payment and even provide their needs such as food, drinks and toys. The basic principle is to help and ease the burden on their children's families. By taking care of their grandchildren while their parents are left behind, their grandmother can directly participate in reducing expenses for the childcare. It is motivated by the condition of their child's family which is in the early stages of building the family economy.

"I take care of my grandchildren for about 10 hours starting from 7 a.m in the morning to 5 p.m in the evening. Most of my time is to take care of and watch my grandchildren playing." (Interview with a grandmother)

"In Grandmother's parenting model, the children are allowed to play as long as they don't fuss and cry. Usually, the grandmother will do the house chores in the morning while the child is left to play at home until the grandmother finishes her house chores. After that, the grandmother invites the children to play outside the house with their peers. During the day the children are told to take a nap until the afternoon. In the afternoon the children are invited to recite the Koran at

Table 2: Variation of Early Childhood Care Model

No.	Parenting Model	Sub-model	Caregivers
1	Family-based parenting	Based on the nuclear family	Fathers
		Based on the extended family	Grandmothers
			Relatives (aunt)
2	Parenting by Alternative Caregivers		Babysitters living nearby

the TPQ, sometimes if they are fussy and don't want to go to TPQ, they will play with their peers. " (Observation)

In this childcare model, grandmother tends to free the children to play and do what they want as long as they are not fussy and crying. Grandmothers tend to allow what the child wants as long as the child does not cry, so the term "sing penting meneng" (As long as they are not crying). This parenting model positions the grandmother as a caretaker and companion of the children not as an educator who responsible for nurturing the children good attitude and behavior.

4.2 Childcare Model by helper

Childcare model raised by "rewang" or helper Model pengasuhan anak oleh "rewang" atau pembantu chosen by the factory family workers because they feel bad if their children are handed over to the grandmother. Parents do not want to bother an elderly grandmother or because her grandmother has taken care of the grandchildren of another child. Basically, the choice of leaving children to rewang or helper is not the main choice. This choice was motivated by a feeling of "unpleasantness" over the inconvenience and the grandmother condition.

"I prefer "rewang" or helpers from our close neighbors to babysit my children. This is based on the consideration that rewang from close neighbors is known for their daily life so that I am more comfortable leaving my child with someone I know and it is easier to communicate with them if something happen to the child." (Interview with parent)

"In general, this rewang or helper only takes care of the child during the day when their mother left for work. Rewang does not stay at the child's family house. Sometime, the child is brought to the rewang or helper's house so that they can take care of the child while at the same time doing their own house chores. In addition, another consideration in choosing rewang from their close neighbor is to give the neighbor a job so that there is additional income rather than unemployment. " (Observation to one of the helper)

In this childcare model, children are more often accompanied while playing so that rewang tends to only supervise children's activities. In addition, children have started to be taught to write. Sometimes the child is allowed to play with the toys they like and the helper just monitor whether it is dangerous or not. In addition, children have begun to be introduced to religious knowledge, taught prayers and other memorization. The children were also taught to speak about many aspects to make them active in communication and do not feel embarrassed when meeting new people. In this parenting model, rewang or helpers position themselves as companions of children in playing as well as parents in providing education and basic skills to be learnt. Hence, childcare in this model intensifies the communication and interaction between the children and the helper to provide

basic education and communication skills. It can be concluded that the children learn more from their helper.

4.3 Childcare Model raised by Close Family relatives (aunts)

This model left the child care to the close family relatives such as siblings or aunts (Bu De / Bu Lik) because the parents do not have time to take care for the child, while the mother has to work and earn a living for the family's needs. In addition, labor mothers entrusted their childcare to their close family relatives (Bu De / Bu Lik or aunts) because mostly they were unemployed and free to take care of the child.

"I entrusted my childcare to my aunt (bude) because I believe that my child will be taken care properly under her guardian as well as giving her job so that they can earn some money"

(Interview with parent)

"The childcare model by close relative tends to let the children play as they like and they only supervise the child so that he/she does not play dangerous games. During morning activities, the child is usually left to play while the close relatives clean the house. After finishing the house chores, they tell the child to take shower and have breakfast. The children then escorted and accompanied to study in tutoring from 10:00 to 11:00 after that the children take a nap. Then in the afternoon they accompanied to study the Quran at TPQ. The childrens' diet under close relative family is regular, by eating three times a day and not sorting out their meals. For snacks, they usually prefer sweet foods such as candy, milk boxes, etc. Actually, children are prohibited from buying snacks such as candy because it will damage their teeth, but they will cry if they are not allowed and Bu De/Bu Lik or aunts do not have the courage to strictly forbid the children. They think that the most important thing is the child will not cry. (Observation)

Children under Bu De / Bu Lik or aunts care tend to be difficult to manage even though they were accompanied most of their time. It is because the close family relative including aunt is not their biological parent so that the child's social emotional bond with the aunt is stronger compared to the child's parents. It shows parenting model that places the position of family relatives only as companions without providing optimal education needed by the children.

4.4 Childcare by the Father

Child care by the father is done due to the lack of family incomes which causes the wife to leave the house to work to make living for the family. The wife is also encouraged to work because she feels bad if she only receives money from their husband whose income is mediocre while the family

needs quite a lot. In addition, due to the difficult environment, employment opportunities shifted more to women rather than to men which resulted in many mothers working and fathers at home taking care of their children.

Under their father guidance and supervision make the children more controlled and better developed. When the mother goes to work, the father has a lot of time with the child from morning to night. He can continue to control the child's development and can provide a stimulus for their development. With the amount of time they spend with their child, they know better what their child needs and wants, and they can meet these needs.

"The parenting model for my children is by providing games and learning media that support their development, for example watching video of exemplary stories, buying stationery, books, puzzles and bags. The father tells fairy tales or exemplary stories to the children as a lullaby before they sleep." (Observation)

In parenting activities, fathers are more assertive and harsh with their children by making various rules, for example children cannot play with knives or cannot eat candy. Sometimes fathers also let their children play out with their peers as long as they don't cry and fight. The tendency of the father in parenting is free the child to play and do many activities as long as they do not cry, but there is still the firmness of the father to keep the child to be obedient. After work, the mother can communicate and play with the child, but

sometimes the child is neglected because the mother is already feeling tired after work. The lack of communication between the child and the mother made the child more obedient and close to the father rather than to their mother socially and emotionally. This confirms that the parenting by the father acts as a companion and control.

Table 3 below, shows the different characteristics of children's development as the results of the parenting models received by them. Different models will result in different development characteristics. Meanwhile, the preferred parenting models in relation to the style of parenting by the caregivers is described in the following table:

Table 4 below illustrates the variety of parenting models applied by the caregivers during the parenting activity. Nevertheless, there are mixed styles that do not only use one specific parenting style, these variations may be tentative. This confirms that the parenting styles applied are not always absolute with a certain parenting pattern. The parenting patterns are dynamic, they change from time to time depending on the development and the dynamics of the children, it progresses along the increasing knowledge of the caregivers toward the children. Father's position among other models, is a family member who has a bond that is closer to the child. According to Yazdani and Daryei (2016) gifted children tend to be educated with a more authoritative parenting style and a less authoritarian than parenting style of normal children. This can be interpreted as a father's parenting model better

Table 3. Parenting models and child development characteristics

No	Caregivers	Parenting Activities	Child Development Profile
1	Grandmothers	<ul style="list-style-type: none"> - Children are under the care of grandmothers for about 10 hours each day, from 7 am to 5 pm. - Children are allowed to play with anything, as much as they want to, so they are not cranky and not crying - Grandmothers invite them to play outside the house with their peers - The children are told to take a nap, from noon to afternoon - In the afternoon, the children are sent to study at Qur'an Education Center, However, they will let them play with their peers again if they refuse to be sent to the center - Grandmothers tend to fulfill what children want as long as they do not cry, the term arose "Sing penting meneng" (as long as they are quiete). 	<ul style="list-style-type: none"> - Children are able to invite his friends to play with and want to share with them. - Language development of the children, spoken vocabulary up to 3-4 words at once. - Mentioning names, places, and sex smoothly without getting stuck. Cognitive abilities such as setting things in pairs, using objects as symbolic toys, and telling the information they acquire
3	Aunts	<ul style="list-style-type: none"> - Aunts tend to let the children play as they please, but still watch them and keep them from playing the harmful games. - The normal morning activity is the children are left to play while the aunts are cleaning the house - After finishing the household works, the aunts tell the children to take a bath and eat. - In the morning, the children are taken to to study at BIMBA preschool starting from 10.00-11.00 	<ul style="list-style-type: none"> - The children are able to memorize the daily prayers such as the prayers before and after meals, and the prayers before and after sleeping. - The children have friendly and polite attitudes to others by calling other people with Mbak (sister), Mas (brother), Bapak (Mr.), and Ibu (maam). - Greeting people (salam) when meeting them and when entering the house.

Table 3. (Continued)

No	Caregivers	Parenting Activities	Child Development Profile
3	Aunts	<ul style="list-style-type: none"> - The children are invited to take a nap in the afternoon - After that, the children are taken to the Qur'an education center (TPQ). - If the children are cranky, do not want to go to TPQ, the aunts will teach them at home instead or left to play again. - The children have regular diet, they have three meals a day, and they do not pick the meals. - Children under the care of aunts usually are more difficult to manage though they are close to the aunts and spent a lot of time together. Because, after all, aunts are not the biological parents of the children so that the social-emotional bonds between them are not so strong. 	<ul style="list-style-type: none"> - The children experience good progress in their psycho-motoric development, they are able to jump, dance, capture objects, and make circular motion. - The children have good progress in the linguistic development, they are able to mimic other people's utterances, mention names, places, sexes, sing songs following the tones. - Also good progress in their social-emotional development, they are able to invite his friends over, eat by themselves, choose objects to play, greet his friends, and keep the toys well.
4	Father	<ul style="list-style-type: none"> - Providing the children with games and learning media that support their development - for example, the fathers play CD of exemplary stories, giving them pencils, books, puzzles, and bags - Every night, during the bed time, the fathers will give lullabies, of exemplary stories and fairy tales. - The fathers are more discipline to their children with numbers of rules that they formulate - Sometimes, the fathers let their children play out with their peers as long as they do not cry and fight - The fathers tend to let the children play and do activities they please as long as they do not cry. However, the fathers have firmness to make the children obedient to them. 	<ul style="list-style-type: none"> - The children memorize the daily prayers such as the prayers before and after meals, the prayers before and after sleep, and other prayers. - The children can understand and differentiate good and bad deeds. - The children's social-emotion grows well. - The children grow senses of caring, empathy, and sympathy.

Table 4: Parenting Models and Parenting styles

No	Parenting Model	Tendency of Foster Patterns	Amount	Percentage
1	Father	authoritative-semi authoritarian parenting style	7 children	5.70%
2	Grandm other	Permissive parenting style	101 children	82.11%
3	Relatives (aunt)	Semi-authoritative parenting style	4 children	3.25%
4	Babysitter	Semi permissive-semi authoritative parenting style	11 children	8.94%

than others. Authoritative parenting style is most beneficial for a child's social, intellectual, moral and emotional growth (Bornstein & Bornstein, 2014). Family functioning (fathers) have strong relationships for children's outcomes (Maccoby, 2000). This finding is supported by findings of Kuppens and Ceulemans (2018) that parents seem to provide clear rules, guidelines and expectations for child behavior, but hardly have deviant child behavior followed by an effective disciplinary strategy and increased fathers' involvement in family life and childrearing (Kaufman, 2013; Sayer, 2005). Although previous research suggests that fathers may benefit less than mothers (Fletcher et al. 2011) and a breadwinning norm could allow fathers to perceive harmony between their work and family roles across the life course (Lin & Burgard, 2018).

The parenting style given by baby sitters is semi-permissive, but the parenting style given by grandmothers

tends to be permissive. Literature shows that authoritarian and permissive factors have negative impact on children's psychological adjustment (Dwairy et al., 2013). Although style parenting grand-mothers are permissive but children have a tendency to choose with grand-mothers because they get a lot of freedom. As the results of the survey by Wheelock and Jones (2002) if child care cannot be undertaken by the mother then 'grandparents are the next best thing'. However, baby sitters or relatives (aunts) also have weaknesses, because they cannot provide a child's social environment and learning environment compared to child care (Duncan, Edwards, & Reynolds, 2003).

The above-mentioned exposure of the field research findings indicates that there is a delegation of parenting by the nuclear family to the extended family, the children are left to the grandmothers or other relatives by their working

mothers. These results is in line with the results of Nurul Inayah's research entitled "Fathers Parenting Models in Migrant Families in Banyuwangi District", which concludes that if the father or the mother are not at home, the parenting task is handed over to the grandparents. When the wives work, the daily needs of clothing, food, and boards are mostly fulfilled by the husbands (fathers) and assisted by other families, especially grandparents or other relatives. If the husband or father lives in a house that is geographically far from the family then the husband takes care of his children by himself.

5. DISCUSSION

The findings are based on the results of the interviews with parents and caregivers informants, observations of caregiving activities, and parenting documents, so the findings above can be verified in the discussion of the impact of parenting models on children's development and are presented in the following table:

Table 5. Parenting Models and Parenting styles

No	Parenting Model	Parenting Tendency
1	Father	Authoritative-semiauthoritarian parenting style
2	Grandmother	Permissive parenting style
3	Relatives (aunt)	Semi-authoritative parenting style
4	Babysitter	Semi permisive-semi authoritative parenting style

Table 5 illustrates the emergence of various styles of childcare and parenting used by the factory family workers depend on the caregiver activity. In addition, there are mixed patterns or parenting style which may very well be tentative in nature. This confirms that the model or parenting style used by a family is not absolutely permanent. Parenting pmodel and style will dinamycally changes based on the children anddevelopment as well as based on the recent development in their environment.

Based on the above discussion, it shows that the main family entrusted their childcare to their closest relatives when their mother left for work. This is in line with the results of Nurul Inayah's research entitled "The Model of Father Parenting in Migrant Families in Banyuwangi Regency", which concluded that if the father or mother is not at home, childcare is left to the grandmother and grandfather. While the wife goes to work, the daily needssuch as food, clothes and others are provided and assisted by the father, the close relatives or the helper. If the husband/father' house is geographically far from the extended family, then the husband will take care of the children himself.

Therefore, this research complements previous research regarding the characteristics of each individual in providing care to children from factory workers' families.

Grandmother's parenting model places herself only as a companion; helper or *rewang* as companion and educator; Father as a companion and controller; and family relatives (aunts) as companions and reminders. Different models of childcare for each individual have different impact toward children character development. It indicates the important role of parenting models in improving children's character development.

6. CONCLUSION

From the four parenting models found, it can be identified that the childcare in the family is not only done by parents (father and mother) as understood by many people. The childcare model for the factory workers family involves other people, such as grandmothers, fathers, close family relatives, and *rewang* or helpers. They play an active role in providing care for children when the parents are working. Based on the four different model of childcare by different individuals it can be concluded that the childcare model b a helper/*rewang* is far better than the other three. This happens because the helper is able to position herself as a caregiver who is able to act as a mentor and educator. With this role, the childcare by the maid/helper or *rewang* can further maximize the children growth and development.

Based on the research findings, the researcher concludes the following things: Broadly speaking, there are two variations of parenting model applied by families whose mothers are factory workers in taking care of the children when they have to go to work. First, family-based parenting model; and second, parenting models by alternative caregivers (babysitters or helpers of the surrounding people). The first variation, i.e. the family-based parenting model, consists of two sub-variations in regards with the caregivers, first is by the nuclear family; in this model, the children are cared by the fathers, and second is by the extended family. The second sub-variation has two models of parenting, namely the parenting by the grandmothers and that by the relatives (aunt). As for the second variation, i.e. parenting by alternative caregivers, the children are cared by babysitters, they are the helpers who are taken from people living nearby the family's residence.

7. RECOMENDATION

7.1 To the Worker Family

The role of parents in taking care of their children basically cannot be replaced by others. Therefore, the mother and father must be able to understand and watch their children's all-stages development. They must be able to fulfill the needs of their children, which are not only material but also psychological. Mothers and fathers who work, need to provide adequate and appropriate time for parenting so that the children do not feel they lose their parents' attention and affection.

7.2 To the Government

Through a binding regulation, the governments should be able to encourage employers who hire mothers, to provide childcare services along with other supporting facilities, adequate rest time for mothers to breastfeed and communicate directly to the children. Besides that, family economic strengthening program is needed, so that young mothers do not have to leave their toddlers to other people.

7.3 To the Employers

The employers are expected to give real attention to the future generation of Indonesia by preparing childcare services and facilities for the children of the mothers working in their companies. Besides that, the employers should set an appropriate working schedule, allowing the mothers to give attention and love to their children without reducing the quality and productivity of their works.

7.4. To the Community

For the big number of toddlers left by their mothers to work in factories, the community is expected to participate in caring and educating them, so that no child is neglected and feels lack of attention from people around him. The community needs to provide childcare service, or to regulate a change in the working system and culture of the mother workers, so that the children do not feel lack of affection and attention.

7.5 To the Caregivers

Individuals who are often involved in childcare, such as grandmothers, maids or *rewangs*, family relatives, and fathers need to understand their important role as family caregivers. They have to be able to position themselves not only as children companion but also educator and the replacement of their parent's role who understands the stages of child development in order to help the children grow and develop properly. Grandmothers, maids or *rewang*, family relatives, and fathers must be able to solve problems that can interfere and hinder the child's growth and development; and able to provide optimal love and attention to the children.

7.6 To Further Researchers

Further researches on parenting should be done, also on the characteristics of early childhood development of every parenting models in a more focused and in-depth manner. Further research is also needed, on the development of early childhood parenting models, the suitable one for children whose mothers go out to work. In addition, it is also important to conduct research to assess the development of children in all aspects of development with various approaches both quantitative and qualitative. In the perspective of the scope of the research area, it is necessary to conduct research with a larger area in the centers of factory.

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